

English KS3 Snow Day resources

Reading (1 hour)

To read and analyse the imagery in a classic winter poem.

- To identify imagery and literary techniques within a poem.
- To identify the key messages and ideas within a poem.
- To write a winter poem using the concepts and ideas studied.

To start

5, 4, 3, 2, 1 Snow

List:

5 adjectives to describe snow;

4 adverbs to describe how you move through snow;

3 phrases to describe how you feel when you see snow;

2 great things about a snowy day;

1 thing you dislike about snow.



Read the poem and answer the questions that follow.

Snow in the Suburbs **by Thomas Hardy**

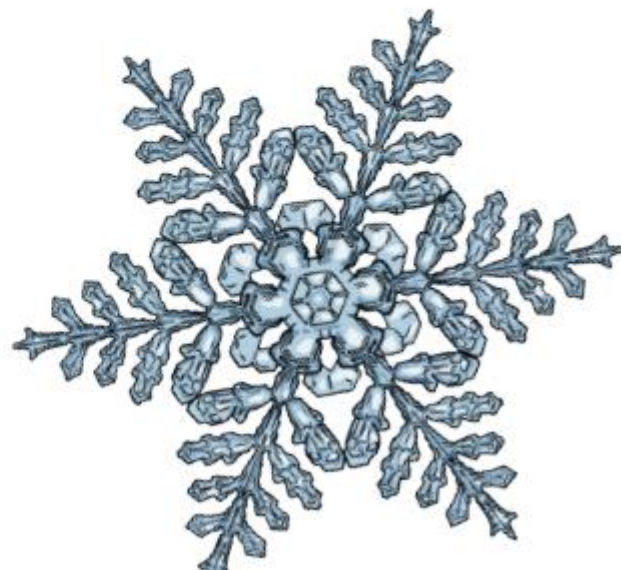
Every branch big with it,
Bent every twig with it;
Every fork like a white web-foot;
Every street and pavement mute:
Some flakes have lost their way, and grope back upward when
Meeting those meandering down they turn and descend again.
The palings are glued together like a wall,
And there is no waft of wind with the fleecy fall.



A sparrow enters the tree,
Whereon immediately
A snow-lump thrice his own slight size
Descends on him and showers his head and eye
And overturns him,
And near inurns him,
And lights on a nether twig, when its brush
Starts off a volley of other lodging lumps with a rush.



The steps are a blanched slope,
Up which, with feeble hope,
A black cat comes, wide-eyed and thin;
And we take him in.



Glossary

palings: posts in a fence
thrice: three times
inurns: to bury in an urn
nether: lower

1. Which word does the poet repeat in the first stanza, and why?
2. What is the poet telling us about the impact of the snow on the area?
3. Why are lines 5 and 6 so long? What are they describing?
4. Why does the poet describe a bird and a cat, rather than people?
5. What is the poem's final message?

Success criteria for each question

- Use full sentences
- Use a quote to support your answer
- 'zoom in' on a technique the writer is using
- Explain the how the quote you've chosen makes the reader feel and why.
- What is the poet's message/big idea?